



## How We Identify Special Educational Needs (SEND) Hunslet Carr Primary School

At Hunslet Carr Primary School, we are committed to early identification of children who may have special educational needs and/or disabilities (SEND). We recognise that every child is unique, and some children may need additional support to help them learn, communicate, or regulate successfully in school.

Identification of SEND is a graduated, ongoing process that involves close partnership between school, parents/carers, and where appropriate, external professionals.

### Our Inclusive Approach

SEND is everyone's responsibility. Needs may be long-term or emerging, and children may require support at different points in their school journey. Early identification and support make a positive difference.

### How Needs Are Identified

- Observations in school
- Progress and attainment reviews
- Quality First Teaching and reasonable adjustments
- Parent and carer voice
- Pupil voice

### The Graduated Response (Assess – Plan – Do – Review)

When a child needs additional support, we follow the graduated approach outlined in the SEND Code of Practice. Support is reviewed regularly and adapted as needed.

### Working with Other Professionals

Where appropriate, school may involve external professionals such as Speech and Language Therapy, Educational Psychology, or Health services. This is always discussed with parents and referral require parental consent.

### Education, Health and Care Plans (EHCPs)

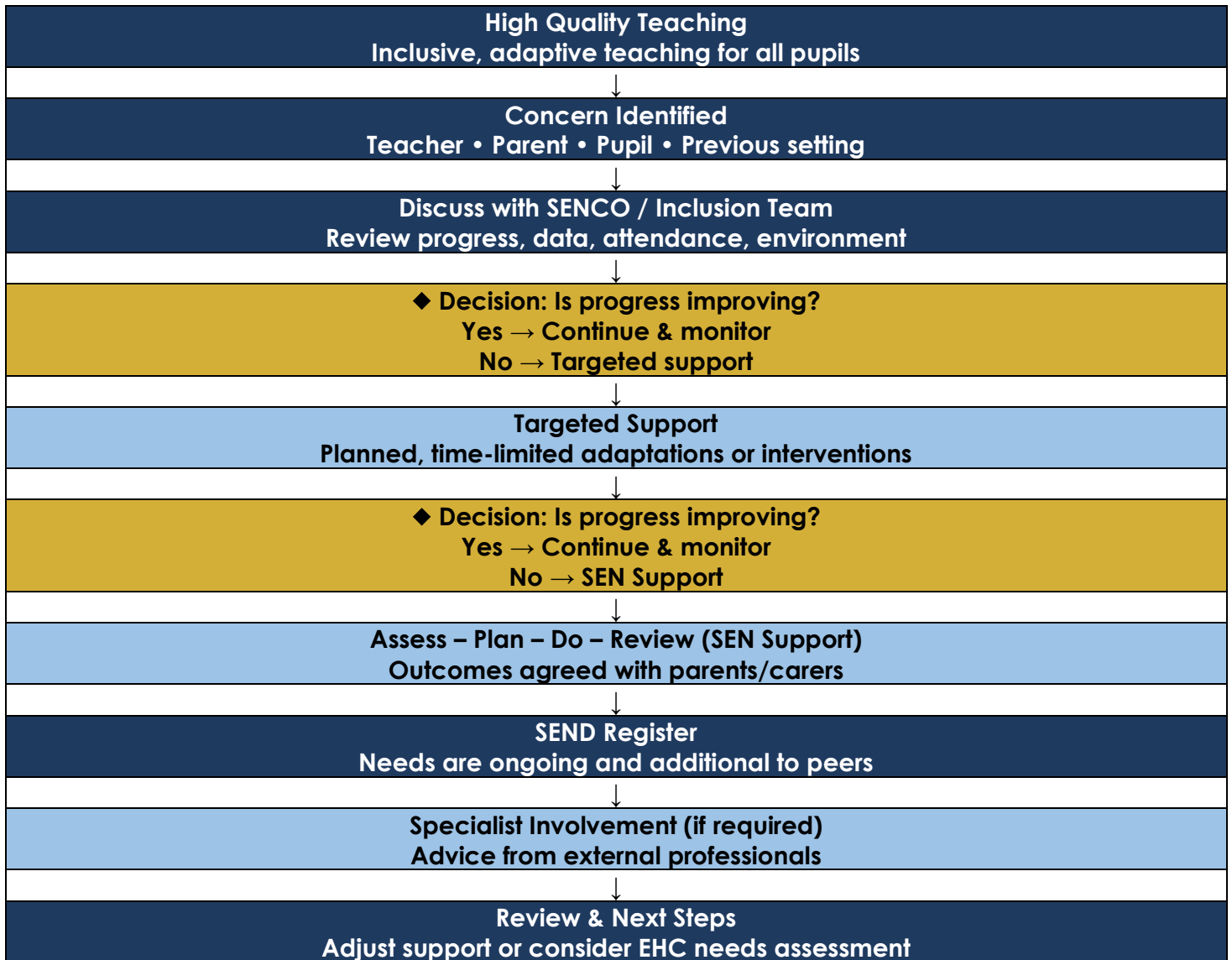
For children with complex and long-term needs, an Education, Health and Care Needs Assessment may be requested in partnership with parents.



# SEND Identification Flowchart



Colour Key: Navy = Core SEND pathway, Light Blue = Support stages, Gold = Decision points



**SEND Code of Practice references:**

- Early identification – CoP 6.19–6.21
  - SEN Support – CoP 6.36–6.38
- Assess–Plan–Do–Review – CoP 6.44–6.56
- EHC needs assessment – CoP 9.3–9.14

